## Summary Information: The High/Scope Preschool Child Observation Record, Second Edition (2003)

Publisher	High/Scope Press	
Website for information	www.highscope.org	
Cost	\$174.95 for administrator's kit. \$199.95 for COR CD-ROM kit; \$45.00 for a user license \$ 50.00 for COR-CA (Computer Assistant for entry on Palm system)	
Age range	2.5 years to 6 years	
Purpose	"The Preschool Child Observation Record (COR) is not designed to screen children for problems or deficits. Rather, it is an observational assessment instrument that documents children's growth over time based on evidence in the form of anecdotes and child creations."	
Areas included	<ul> <li>Initiative</li> <li>Social Relations</li> <li>Creative Representation</li> <li>Movement and Music</li> <li>Language and Literacy</li> <li>Mathematics and Science</li> </ul>	
Time to administer	Ongoing observation summarized periodically	
Scored	Yes. Average level of development calculated for each area listed above. Types of scores include: raw scores, averages for each area, and an overall average score	
Age norms	No	
Age ranges given for items	No	
How frequently it can be given	2-3 times per year	

## Summary Information (Continued): The High/Scope Preschool Child Observation Record, Second Edition (2003)

Standardized tasks	No	
Based on observation in natural settings	Yes	
Instructions related to parent role	Parents are encouraged to contribute observations they have recorded to classroom staff	
Data provided on reliability	Yes. Internal consistency and inter-observer agreement	
Data provided on validity	Yes. Concurrent validity with the Cognitive Skills Assessment Battery	
Web-based data entry	Yes. See www.highscope.net	
Electronic scoring	Yes. Average level of development for individuals and group status and progress reports	
Other languages	Spanish (in press)	
Who administers	Teachers or aides	
Training available through the publisher	Yes	

## The High/Scope Preschool Child Observation Record (2003): **Crosswalk to Child Outcomes**

Outcome 1: Positive social relationships	Outcome 2: Knowledge and skills	Outcome 3: Action to meet needs
I. Initiative C. Initiating play [social context of play]  II. Social Relations E. Relating to adults F. Relating to other children G. Resolving interpersonal conflict H. Understanding and expressing feelings  V. Language & Literacy Q. Listening to and understanding speech	<ul> <li>III. Creative Representation</li> <li>I. Making and building models</li> <li>J. Drawing and painting pictures</li> <li>K. Pretending</li> <li>V. Language &amp; Literacy</li> <li>R. Using vocabulary</li> <li>S. Using complex patterns of speech</li> <li>T. Showing awareness of sounds in words</li> <li>U. Demonstrating knowledge about books</li> <li>V. Using letter names and sounds</li> <li>W. Reading</li> <li>X. Writing</li> <li>VI. Mathematics &amp; Science</li> <li>Y. Sorting objects</li> <li>Z. Identifying patterns</li> <li>AA. Comparing properties</li> <li>BB. Counting</li> <li>CC. Identifying position and direction</li> <li>DD. Identifying sequence, change, and causality</li> <li>EE. Identifying materials and properties</li> <li>FF. Identifying natural and living things</li> </ul>	I. Initiative A. Making choices and plans B. Solving problems with materials D. Taking care of personal needs

Note: Areas that are not precursor to or components of any of the three outcomes, and therefore not included in the crosswalk, were:

- IV. Movement & Music:
  - L. Moving in various ways
  - M. Moving with objects
  - N. Feeling and expressing steady beat
  - O. Moving to music
  - P. Singing